



Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
two roads diverged in a wood, and I --
I took the one less traveled by,
And that has made all the difference.

ELA/SEL Lesson

Beth Brill and Joanne Verdino

ELA Objective:

Compare Robert Frost's poem, "The Road Not Taken," to the historical fiction books the students are currently reading.

SEL Objective:

Explore the process of decision making and how the decisions we make impact our lives.

Materials:

Johnny Tremain, by Esther Forbes

My Brother Sam is Dead, by James Lincoln Collier & Christopher Collier

The Witch of Blackbird Pond, by Elizabeth George Speare

Writing Prompt handouts

Copies of the poem

A copy of the poem on chart paper

A picture of two roads in a forest

HW handouts

Activities:

1. One of the teachers will explain to the class that in each of the books they are currently reading, the main character is faced with a decision that changes the direction of his or her life.
2. Students will be asked to complete the writing prompt handout.
3. Students will share responses with a partner.
4. A few responses will be shared with the class.
5. Copies of the poem will be distributed to the students. Before reading the poem the students will be asked what the difference is between literal and figurative language. As the poem is read aloud, the students will be asked to take notes on the meaning of the poem in the margin. They will also be asked to write one or two sentences after reading the poem about what they think the poet is trying to say. (The theme)
I think/feel the author is trying to say _____.

6. Students will share their responses with the class.
7. The students will be asked the following questions:
 1. Describe both of the roads.
 2. Which road does the speaker choose?
 3. Which road would you choose? Why?
 4. Does the speaker seem happy about his decision?
8. The students will be asked how the poem relates to decision making.
9. What are some of the things that impact the decisions we make?

A list will be generated by the students and written on the board.

 - Family
 - Friends
 - Society's expectations or norms
 - Your own values and beliefs
 - Concrete occurrences, such as, a change in family structure, loss of a loved one, an act of nature

Closure:

If time allows, students can work on their HW, which will be discussed in class tomorrow.

Think about a decision one of the main characters in the book you are reading made and why he or she made that particular decision. Which factors (from the list we discussed in class) contributed to his or her decision?

Name _____ Class _____

After reading the poem answer the following questions.

1. Describe both of the roads.

2. What do the roads symbolize?

3. Which road does the speaker choose?

4. Which road would you choose? Why?

5. Does the speaker seem happy about his decision? Explain.

6. How does the poem relate to decision making?
